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ABSTRACT

This bibliography was compiled to provide access to some of the latest research findings, curriculum materials, and/or developments in small schools. Previously, information relating to small schools has been incorporated with the bibliographic series "Rural Education and Small Schools, A Selected Bibliography"; however, it was felt that when presented in this manner only small rural schools would be included. The scope of small school coverage is: economic, cultural, social, or other factors related to educational programs of small schools (public, private, or parochial) located in urban or rural settings. There are 23 citations from "Research in Education" (RIE), published between 1967 and 1974 (with the majority published in 1972 or 1973). The seven journal articles taken from "Current Index to Journals in Education" (CIJE) were published in 1972 or 1973. A subject index and ordering information conclude the bibliography. (AH)

ED 097185

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SMALL SCHOOLS
A SELECTED BIBLIOGRAPHY
(With ERIC Abstracts)

ERIC/CRESS

September 1974

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September 1974

PREFACE

The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students and others in locating and using educational resources.

There are sixteen ERIC network centers, each of which focuses on a separate area (or areas) of education. It is the responsibility of the ERIC Clearinghouse on Rural Education and Small Schools (CRESS) to collect materials related to rural, small schools, American Indian, Mexican American, migrant, and outdoor education and to input these materials into the national ERIC system.

A main function of the ERIC system is to process documents other than current journal articles for announcement in Research in Education (RIE), a monthly publication containing abstracts of research, research-related reports, and resource materials in education as input by the various clearinghouses. In addition, ERIC compiles the Current Index to Journals in Education (CIJE), a monthly index which provides citations from more than five hundred major publications: journals, quarterlies, annuals, and yearbooks.

About the Bibliography

The present bibliography was compiled to provide access to some of the latest research findings, curriculum materials, and/or developments in small schools. Previously, information relating to small schools has been incorporated with the bibliographic series Rural Education and Small Schools, A Selected Bibliography (Ed 033 257) and supplements #1 (ED 055 695), supplement #2 (ED 065 256) and supplement #3 (081 532) to the original. It was felt however that when presented in this manner only small rural schools would be included. The scope of small school coverage is: economic, cultural, social or other factors related to educational programs of small schools (public, private or parochial) located in urban or rural settings.

The previously published bibliographies, in conjunction with the present one, comprise a series of bibliographies designed to provide cumulative coverage of small schools throughout the currently available issues of RIE and CIJE. (It should be noted that microfiche and hard copy prices in the previously published bibliographies do not reflect current ERIC Document Reproduction Service pricing; however, prices given therein may be computed as per the instructions on the order blank appended to the present bibliography.)

In conducting the computer search of the ERIC tapes for the purpose of compiling this bibliography, the terms used were, SMALL SCHOOLS and ONE-TEACHER SCHOOLS. The output was then screened for relevancy to small schools.

Sources of Material

Research in Education. Part I of the present bibliography contains citations and abstracts which have appeared in RIE from the April 1973 issue through the June 1974 issue. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC accession number, author(s), title source(s), date of publication, an alternate availability if applicable, and the abstract.

For the subject index, two types of descriptive terms are available for RIE, as well as CIJE: descriptors and identifiers. Descriptors are technically meaningful terms or short phrases that have been incorporated into the Thesaurus of ERIC Descriptors. Descriptors are used to characterize the document and for indexing and retrieval purposes. Only major descriptors (those preceded by an asterisk) are used for indexing purposes in this bibliography.

Proper names of persons, geographical locations, trade names, and so on may be important in describing a document. These terms, called identifiers, are not found in the Thesaurus. Identifiers are included with the citations in RIE for descriptive purposes. Major identifiers (those preceded by an asterisk) are not indexed in this bibliography.

When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions

must be ordered as described on the order blank appended to the present bibliography.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public; please contact the Information Specialist at ERIC/CRESS for information on locations of these collections.

Current Index to Journals in Education. Part II of this supplement, CIJE coverage, includes citations from CIJE beginning with the April 1973 issue and continuing through the June 1974 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner than are RIE citations. Brief annotations take the place of RIE abstracts. Furthermore, annotations are provided only when it is thought that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number and pages. Please note that there are two CIJE entries per page.

Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

The Subject Index

A combined RIE and CIJE index is provided at the end of the present bibliography to assist the user in locating citations pertaining to a given subject area within the realm of rural education and small schools. The index terms, descriptors under which the citations were indexed in RIE or CIJE, are from the Thesaurus of ERIC Descriptors. Only major descriptors (those preceded by an asterisk) are indexed; major identifiers are not indexed in this bibliography.

Each citation in the bibliography is headed by an ERIC accession number. Entries from RIE are assigned an ED number; those from CIJE are assigned an EJ number. In both the RIE and CIJE sections, the citations appear in numerical order according to the accession number. The citations are referenced in the index by the accession number.

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Las Cruces, New Mexico 88003

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PART I: CITATIONS FROM RESEARCH IN EDUCATION

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ACCESSION NUMBER: ED070561

PUBLICATION DATE: 72

TITLE: VALUING EMPLOYEE BENEFITS BY TEACHERS OF SMALL SCHOOLS.

PERSONAL AUTHOR: WILSON, ALFRED P.; MCON, EDWARD L.

DESCRIPTOR: ELEMENTARY SCHOOL TEACHERS; *EMPLOYEE ATTITUDES; *FRINGE BENEFITS; SECONDARY SCHOOL TEACHERS; *SMALL SCHOOLS; *STATE SURVEYS; STATISTICAL ANALYSIS; TABLES (DATA); *TENURE

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 6P.

THE PRIMARY FOCUS OF THIS STUDY WAS TO REPORT THE VALUE THAT TEACHERS IN SMALL SCHOOLS PLACED ON EMPLOYEE BENEFITS. THE EMPLOYEE BENEFITS QUESTIONNAIRE, AN ATTITUDE MEASURING INSTRUMENT, WAS SENT TO 266 TEACHERS REPRESENTING 19% OF THE SCHOOL DISTRICTS IN NEW MEXICO. FROM THE 79.9% RESPONSE, RESPONDENTS WERE FOUND TO BE ABOUT 59% TENURED, 34% MALE, AND APPROXIMATELY 50% ELEMENTARY TEACHERS. THE RESULTS INDICATED THAT OF THE 51 ITEMS INCLUDED IN THE QUESTIONNAIRE, 11 WERE RANKED 3 OR MORE RANKINGS APART. IT WAS FURTHER INDICATED THAT THE DIFFERENCES WHICH EXISTED BETWEEN TENURED AND NON-TENURED, MALE AND FEMALE, AND ELEMENTARY AND SECONDARY TEACHERS WERE SO SMALL THAT THE GROUPS SEEMED TO BE HOMOGENEOUS. THE TOP 3 BENEFITS, AS EVIDENCED BY TEACHER RESPONSE TO THIS QUESTIONNAIRE, WERE FREEDOM TO DETERMINE TEACHING METHODS, SMALL STUDENT-TEACHER RATIO, AND ACCUMULATIVE SICK LEAVE. (HBC)

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ACCESSION NUMBER: ED071787

PUBLICATION DATE: AUG 72

TITLE: INTEGRATED CAREER DEVELOPMENT CURRICULUM: CURRICULUM STATEMENT.

PERSONAL AUTHOR: MERRELL, RUSSELL G.; STEFFENS, HERBERT R.

DESCRIPTOR: *CAREER PLANNING; *CURRICULUM; DISADVANTAGED YOUTH; EVALUATION; INSTRUCTIONAL MATERIALS; *RURAL AREAS; SECONDARY GRADES; *SMALL SCHOOLS; TEACHING METHODS; *VOCATIONAL DEVELOPMENT

DESCRIPTIVE NOTE: 197P.

THE INTEGRATED CAREER DEVELOPMENT CURRICULUM PROJECT WAS DESIGNED TO IMPROVE CAREER PREPARATION OPPORTUNITIES FOR YOUTH WHO ATTEND SMALL, RURAL SCHOOLS BY DEVELOPING A CURRICULUM FOR GRADES 9 THROUGH 12 THAT WOULD ENHANCE CAREER OPPORTUNITIES FOR THESE YOUTH. THE RATIONALE AND SPECIFICATIONS FOR THE PROJECT WERE DISCUSSED IN TERMS OF BASIC TECHNOLOGY, SOCIETY AND WORK, AND CAREER GUIDANCE. THE MAJOR GOALS WERE THAT THE CURRICULUM (1) PROVIDE STUDENTS WITH CONCEPTS ABOUT THE INSTITUTIONS AND DYNAMICS OF OUR SOCIETY; (2) PREPARE STUDENTS IN SKILLS AND KNOWLEDGE WHICH HAVE BEEN FOUND TO BE USEFUL IN A WIDE VARIETY OF OCCUPATIONS; AND (3) ENABLE STUDENTS TO ACQUIRE INFORMATION ABOUT THE WORLD OF WORK, OCCUPATIONS, AND THEMSELVES. IT WAS DECIDED THAT THE CURRICULUM SHOULD BE INDIVIDUALIZED, STUDENT MANAGEABLE, AND RELEVANT; THAT IT MUST PROVIDE FOR INTEGRATION WITH EXISTING PROGRAMS; THAT IT SHOULD PROVIDE ARTICULATION WITH POST-HIGH SCHOOL EXPERIENCES, INCLUDE PLANNED WORK EXPERIENCES, TAKE INTO ACCOUNT COMMUNITY RESOURCES, AND CONTAIN MOTIVATIONAL ELEMENTS; AND THAT IT MUST PROVIDE A ROLE FOR THE TEACHER AS A CONSULTANT AND DIAGNOSTICIAN. INFORMATION INCLUDED IN THE APPENDICES COVER CURRICULUM DEVELOPMENT DESIGN; OBJECTIVES IN BASIC TECHNOLOGY, IN CAREER GUIDANCE, AND RELATED TO SOCIETY AND THE WORLD OF WORK; CHARACTERISTICS OF RURAL STUDENTS AND THE RURAL SETTING, AND WORKING GUIDELINES FOR THE PROJECT. (PS)

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ACCESSION NUMBER: ED071818

PUBLICATION DATE: AUG 72

TITLE: INTEGRATED CAREER DEVELOPMENT CURRICULUM (ICDC) INSTRUCTIONAL STATEMENT.

PERSONAL AUTHOR: MERRELL, RUSSELL G.; STEFFENS, HERBERT R.

DESCRIPTOR: *CAREER EDUCATION; *CURRICULUM DESIGN; GUIDELINES; INDIVIDUALIZED INSTRUCTION; *INSTRUCTIONAL INNOVATION; INSTRUCTIONAL MATERIALS; LEARNING MOTIVATION; LEARNING THEORIES; OBJECTIVES; *RURAL YOUTH; *SMALL SCHOOLS; TEACHER ROLE

IDENTIFIER: *WESTERN STATES SMALL SCHOOLS PROJECT

DESCRIPTIVE NOTE: 50P.

THE INSTRUCTIONAL MODE OF THE CURRICULUM AND THE RELATIONSHIP OF THIS MODE TO THE CONDITIONS AND CONSTRAINTS REPRESENTED BY THE CONTENT AND BY THE CHARACTERISTICS OF THE RURAL STUDENT ARE OUTLINED IN THIS INTEGRATED CAREER DEVELOPMENT CURRICULUM (ICDC) INSTRUCTIONAL STATEMENT. AN INSTRUCTIONAL MODE FOR THE ICDC PROJECT USING THE LIFE INVOLVEMENT MODEL (LIM) OF INSTRUCTION IS DESCRIBED. THE 3 INSTRUCTIONAL INSTRUMENTS WHICH HAVE BEEN DEVELOPED BY THE ICDC PROJECT ARE LEARNING UNITS, DECISION-MAKING CARRIER PROJECTS, AND DECISION-EXECUTION CARRIER PROJECTS. INFORMATION IS PROVIDED IN THE AREAS OF LIM AND CURRICULUM GUIDELINES, THE TEACHER'S ROLE IN ICDC, AND IMPLEMENTATION OF THE ICDC CURRICULUM. THE 3 APPENDIXES INCLUDE A SAMPLE LEARNING UNIT WITH A DESCRIPTION OF THE FORMAT, A SAMPLE PROTOTYPE CARRIER PROJECT WITH A DESCRIPTION OF THE FORMAT, AND A CATALOGUE OF ICDC UNITS CODED TO ICDC OBJECTIVES. (PS)

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ACCESSION NUMBER: ED072505

PUBLICATION DATE: DEC 72

TITLE: SCHOOL SIZE. EDUCATIONAL MANAGEMENT REVIEW SERIES NUMBER 13.

PERSONAL AUTHOR: TEMPLETON, IAN

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; EDUCATIONAL ECONOMICS; *EDUCATIONAL OPPORTUNITIES; *EDUCATIONAL QUALITY; ENROLLMENT; EXPENDITURE PER STUDENT; *LITERATURE REVIEWS; *SCHOOL SIZE; SMALL SCHOOLS; STUDENT TEACHER RATIO; STUDENT TEACHER RELATIONSHIP

IDENTIFIER: *ACTUALIZATION

DESCRIPTIVE NOTE: 10P.

THE DOCUMENTS SURVEYED IN THIS REVIEW ARE LIMITED IN THREE WAYS: FIRST, IN MANY CASES ONLY THE GENERAL TERMS "LARGE" AND "SMALL" ARE USED IN THE DISCUSSION OF SCHOOL SIZE. SECOND, MOST OF THE STUDIES DEAL WITH SECONDARY SCHOOLS BECAUSE THERE IS GREATER CONCERN WITH THE EXTENT OF CURRICULUM OFFERINGS AT THAT LEVEL. THIRD, MANY AUTHORS DRAW CONCLUSIONS FROM STUDIES OF SCHOOL DISTRICT SIZE. THIS IS UNDERSTANDABLE BECAUSE THE DATA AVAILABLE ON DISTRICT SIZE ARE OFTEN MORE ACCURATE AND MORE COMPLETE THAN THOSE ON SCHOOL SIZE. SCHOOL DISTRICT DATA ARE USED ON THE ASSUMPTION THAT MOST SMALL DISTRICTS ARE IN SPARSELY POPULATED AREAS AND HAVE SMALL SCHOOLS, WHEREAS THE OPPOSITE IS TRUE FOR LARGE DISTRICTS. THIS REVIEW DIVIDES THE LITERATURE INTO (1) SCHOOL SIZE AND EDUCATIONAL COSTS, (2) SIZE AND STUDENT ACHIEVEMENT, (3) ADVANTAGES AND DISADVANTAGES OF SMALL SCHOOLS, (4) ADVANTAGES AND DISADVANTAGES OF LARGE SCHOOLS, AND (5) OPPORTUNITY AND ACTUALIZATION FACTORS. NINE OF THE DOCUMENTS REVIEWED ARE AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE. (AUTHOR)

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ACCESSION NUMBER: ED072550

PUBLICATION DATE: 69

TITLE: TWELVE SMALL CALIFORNIA SCHOOLS.

DESCRIPTOR: *BUILDING PLANS; EDUCATIONAL OBJECTIVES; EDUCATIONAL SPECIFICATIONS; *ELEMENTARY SCHOOLS; ENVIRONMENTAL INFLUENCES; FACILITY REQUIREMENTS; FLEXIBLE FACILITIES; GEOGRAPHIC LOCATION; MAPS; *PLANNING (FACILITIES); *SCHOOL DESIGN; SCHOOL LOCATION; *SMALL SCHOOLS

IDENTIFIER: CALIFORNIA; ELEMENTARY SECONDARY EDUCATION ACT TITLE V; ESEA TITLE V

DESCRIPTIVE NOTE: 91P.

PHOTOGRAPHS, BUILDING PLANS, LOCATION MAPS, SITE PLANS, AND DESCRIPTIVE MATERIAL FOR 12 SMALL ELEMENTARY SCHOOLS ARE PRESENTED IN THIS PUBLICATION. THE PLANS PRESENTED COVER PHYSICAL FACILITIES OF THE TYPE AND QUALITY THAT ARE REQUIRED FOR THE SUCCESSFUL OPERATION OF THE EDUCATIONAL PROGRAMS OFFERED BY SMALL SCHOOLS. EACH OF THESE PLANS REFLECTS (1) THE EFFORTS MADE BY THOSE RESPONSIBLE FOR THE EDUCATIONAL PROGRAM TO ACQUAINT THE PLANNING CONSULTANT WITH THE PROGRAM; (2) THE EFFORT MADE BY THE PLANNING CONSULTANT TO SECURE THE TYPE AND QUALITY OF FACILITIES NEEDED FOR THE EFFECTIVE AND EFFICIENT OPERATION OF AN EDUCATIONAL PROGRAM; AND (3) THE EFFORT MADE BY THE ARCHITECT TO PROVIDE THE FACILITIES NEEDED TO PRODUCE AN OVERALL DESIGN THAT CREATES A WHOLESOME LEARNING ENVIRONMENT FOR PUPILS--ONE THAT CONTRIBUTES TOWARD THE BETTERMENT OF THE ENVIRONMENT IN THE AREA SERVED BY THE SCHOOL. (PHOTOGRAPHS MAY REPRODUCE POORLY.) (AUTHOR)

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ACCESSION NUMBER: ED072895

PUBLICATION DATE: 73

TITLE: STEPS TOWARD GREATER INDIVIDUALIZING FOR SMALL SCHOOLS. REPORT OF A SUMMER INSTITUTE. REPORT OF A LONG-RANGE PLAN FOR INDIVIDUALIZING.

PERSONAL AUTHOR: BURCHAM, MILDRED, ED.

DESCRIPTOR: COUNSELING; ELEMENTARY SCHOOLS; *INDIVIDUALIZED INSTRUCTION; *INSTRUCTIONAL IMPROVEMENT; LANGUAGE ARTS; MATHEMATICS; *PROGRAM PLANNING; SCHEDULING; SECONDARY SCHOOLS; *SMALL SCHOOLS; *SUMMER INSTITUTES; TEACHER ROLE

IDENTIFIER: *OREGON

DESCRIPTIVE NOTE: 249P.; REPORT OF A SUMMER INSTITUTE FOR OREGON SMALL SCHOOLS PROGRAM, SALEM, OREGON, JUNE 12-16, 1972

THE OREGON SMALL SCHOOLS PROGRAM, (AN ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III PROJECT) HELD A WEEK-LONG INSTITUTE IN THE SUMMER OF 1972 TO DEMONSTRATE HOW CONSTRUCTION CAN BE INDIVIDUALIZED EVEN WITH A LARGE CLASS LOAD BY ORGANIZING THE CURRICULUM AND SCHEDULE SO EVERYONE CAN WORK AT HIS OWN PACE ON MEANINGFUL PROJECTS. GIVEN IN THIS REPORT ARE THE MAJOR AND CONCURRENT PRESENTATIONS OF THE INSTITUTE. SOME OF THE MAJOR PRESENTATIONS DEALT WITH TOPICS SUCH AS THE REAL CHALLENGE OF INDIVIDUALIZED INSTRUCTION, PROCESS LEARNING, EDUCATION IN A CHANGING WORLD, NEW HIGH SCHOOL GRADUATION REQUIREMENTS, AND THE INPUT FOR PLANNING. SOME OF THE CONCURRENT PRESENTATIONS GIVEN WERE ON SUCH TOPICS AS INDIVIDUALIZING INSTRUCTION IN A SMALL ELEMENTARY SCHOOL; INDIVIDUALIZED LEARNING IN PRACTICE; INDIVIDUALIZING AND HUMANIZING SCIENCE; THE TEACHER'S ROLE IN AN INDIVIDUALIZED HOME ECONOMICS PROGRAM; SCHEDULING AND ADMINISTRATIVE ORGANIZATION; THE RETRIEVAL-DISSEMINATION CENTER; COUNSELING IN A SMALL HIGH SCHOOL; INDIVIDUALIZED INSTRUCTION IN SUBJECTS SUCH AS LANGUAGE ARTS, MATHEMATICS, VOCATIONAL BUSINESS, AND MUSIC; AND SCHEDULING FOR THE IMPROVEMENT OF INSTRUCTION. A COMPREHENSIVE ACCOUNT OF THE LONG-RANGE PLAN FOR INDIVIDUALIZING INSTRUCTION IN OREGON SMALL SCHOOLS IS ALSO GIVEN. (NQ)

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ACCESSION NUMBER: ED072904

PUBLICATION DATE: 17 NOV 72

TITLE: CHARLO CLASS SCHEDULING PLAN.

PERSONAL AUTHOR: FIEBIGER, LEO J.

DESCRIPTOR: *HIGH SCHOOL ORGANIZATION; PROGRAM PLANNING; *ROTATION PLANS; *RURAL AREAS; *SCHEDULING; *SMALL SCHOOLS

IDENTIFIER: *CHARLO; MONTANA

DESCRIPTIVE NOTE: 3P.; PAPER PREPARED FOR THE ROCKY MOUNTAIN EDUCATIONAL RESEARCH ASSOCIATION MEETINGS, LAS CRUCES, NEW MEXICO, NOVEMBER 16-17, 1972

THE DESIGN AND IMPLEMENTATION OF A ROTATING CLASS SCHEDULE WHICH WAS PUT INTO EFFECT IN THE CHARLO HIGH SCHOOL, CHARLO, MONTANA IN SEPTEMBER 1969 IS DISCUSSED IN THIS PAPER. THE SCHEDULE, DESCRIBED IN THIS REPORT, CONSISTS OF A 75-MINUTE PERIOD FOLLOWED BY 2, 60-MINUTE PERIODS IN THE MORNING AND 4, 45-MINUTE AFTERNOON PERIODS. THE PROGRAM EVALUATION, MADE AFTER THE INITIAL 3 WEEKS, IS DESCRIBED; AND NEGATIVE AND POSITIVE ASPECTS OF THE ROTATING SCHEDULE ARE DISCUSSED. IT IS NOTED THAT THE PROGRAM SHOULD BE A COOPERATIVE EFFORT INVOLVING THE STUDENTS, THE TEACHERS, AND THE ADMINISTRATION. AN EXAMPLE OF A CLASS ROTATING SCHEDULE IS PRESENTED. (PS)

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ACCESSION NUMBER: EC073863

PUBLICATION DATE: 28 MAR 73

TITLE: SMALL SCHOOLS CAN BE BETTER SCHOOLS BY BUILDING ON THEIR STRENGTHS.

PERSONAL AUTHOR: EDINGTON, EVERETT D.; STANS, PATRICIA

DESCRIPTOR: *COMMUNITY ATTITUDES; CURRICULUM; *ECONOMIC FACTORS; *EDUCATIONAL INNOVATION; GUIDANCE SERVICES; INSERVICE EDUCATION; *RURAL SCHOOLS; SHARED SERVICES; *SMALL SCHOOLS; STUDENT TEACHER RATIO; TECHNOLOGY; VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS (78TH, CHICAGO, ILL., MARCH 25-28, 1973)

THE MAJOR THESIS OF THIS PAPER IS THAT IT IS NECESSARY FOR THOSE PEOPLE CONCERNED WITH RURAL EDUCATION AND SMALL SCHOOLS TO ACCEPT 3 CHALLENGES--TO TAKE FULL ADVANTAGE OF AVAILABLE RURAL OPPORTUNITIES, TO REALIZE LIMITATIONS OF RURAL LIFE, AND TO BE AWARE OF RESPONSIBILITIES NOT ONLY TO RURAL AMERICA BUT ALSO TO AN AMERICA WHERE THERE ARE NO DIVISIONS BETWEEN RURAL AND URBAN COMMUNITIES. INFORMATION ON SMALL SCHOOLS WAS PRESENTED IN THE AREAS OF FINANCES, CURRICULUM, PROVISION OF SHARED SERVICES, IMPROVEMENT OF TEACHER QUALITY AND PERFORMANCE, IMPROVEMENT IN THE USE OF TECHNOLOGY, AND PROVISION OF GUIDANCE SERVICES IN RURAL SCHOOLS. IT WAS CONCLUDED THAT SOME OF THE MAJOR ADVANTAGES OF SMALL SCHOOLS WERE THE CLOSE TIES WHICH EXIST BETWEEN THE STUDENT AND HIS HOME COMMUNITY AND THE OPPORTUNITIES WHICH EXIST FOR MORE INDIVIDUALIZED INSTRUCTION. (PS)

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ACCESSION NUMBER: ED076304

PUBLICATION DATE: 72

TITLE: A COMPUTER RESOURCE FOR THE ELEMENTARY SCHOOL. PROGRESS REPORT 1971-1972.

PERSONAL AUTHOR: BLOCK, KAREN K.; AND OTHERS

DESCRIPTOR: *COMPUTER ASSISTED INSTRUCTION; *ELEMENTARY SCHOOLS; *INDIVIDUALIZED INSTRUCTION; MATHEMATICS INSTRUCTION; PROBLEM SOLVING; *SMALL SCHOOLS; SPELLING INSTRUCTION; *TECHNOLOGY; TESTING PROGRAMS

DESCRIPTIVE NOTE: 48P.

THE APPROPRIATE AND EFFECTIVE USES OF THE COMPUTER IN AN INDIVIDUALIZED SCHOOL WERE EXAMINED IN THIS PROJECT. THE PROJECT INVESTIGATED THE USES OF COMPUTERS FOR INSTRUCTIONAL ASSISTANCE, INCLUDING TESTING, MANAGEMENT, TUTORIAL INSTRUCTION, DRILL AND PRACTICE, EXPLORATION AND DISCOVERY, AND PROBLEM SOLVING; THE DESIGN OF A SMALL COMPUTER TIME-SHARING SYSTEM WITH A MULTI-LANGUAGE CAPABILITY, AND THE PROCESSES UNDERLYING DEVELOPMENTAL WORK IN COMPUTER-ASSISTED INSTRUCTION. A SMALL MOBILE COMPUTER SYSTEM WAS USED AT THE OAKLEAF ELEMENTARY SCHOOL IN BALDWIN-WHITEHALL, PENNSYLVANIA, TO TEST THE PROGRAM COMPONENTS: COMPUTER SYSTEM DESIGN; COMPUTER-ASSISTED TESTING; COMPUTER-ASSISTED INSTRUCTION IN SPELLING, MATHEMATICS, AND PROBLEM SOLVING TECHNIQUES; AND COMPUTER-ASSISTED MANAGEMENT. PLANS FOR 1972-73 WERE PRESENTED FOR EACH AREA, WITH CONSIDERATIONS FOR DETERMINING THE COMPUTER'S POTENTIAL. (PS)

ACCESSION NUMBER: ED079008

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PUBLICATION DATE: 30 JUN 73

TITLE: MEEKER SCHOOLS ICDC INTEGRATED CAREER DEVELOPMENT CURRICULUM IMPLEMENTATION CASE STUDY.

DESCRIPTOR: *CAREER EDUCATION; COLLEGE INSTRUCTION; COMMUNITY ATTITUDES; *CURRICULUM DEVELOPMENT; EVALUATION; INSERVICE EDUCATION; INSTRUCTIONAL MATERIALS; *PROGRAM DEVELOPMENT; *RURAL AREAS; *SMALL SCHOOLS

DESCRIPTIVE NOTE: 71P.

IMPLEMENTATION OF THE INTEGRATED CAREER DEVELOPMENT CURRICULUM (ICDC) IN MEEKER, COLORADO SCHOOLS IS DESCRIBED IN THIS REPORT. THE MAIN SECTION OF THE REPORT CONTAINS A HISTORICAL DESCRIPTION OF IMPLEMENTATION, A DESCRIPTION OF OBSTACLES, A DESCRIPTION OF SUCCESSES, AND RECOMMENDATIONS FOR IMPROVED IMPLEMENTATION. ATTACHMENTS CONTAIN A REPORT ON PROMISING CAREER EDUCATION PRACTICES IN SMALL SCHOOLS; A DESCRIPTIVE BROCHURE OF EDUCATION 233, A COURSE OFFERED BY WESTERN STATE COLLEGE; AN EXAMPLE OF A TEACHER'S COURSE EVALUATION; A REVIEW OF THE COURSE BY A TEACHER-ADMINISTRATOR; A PRINCIPAL'S EVALUATION; ICDC IMPLEMENTATION CASE STUDIES OF AN INDIVIDUAL TEACHER; SAMPLE TEACHER DEVISED UNITS; AND ILLUSTRATIONS OF OTHER ICDC USES. (PS)

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ACCESSION NUMBER: ED079012

PUBLICATION DATE: MAY 73

TITLE: GUIDELINES FOR ESTABLISHING OR REORGANIZING A VERY SMALL, INDIVIDUALIZED SECONDARY SCHOOL. A SUMMARY OF A DOCTORAL DISSERTATION BY ROWLAND R. KING. RESEARCH REPORTS ON EDUCATIONAL ADMINISTRATION, VOLUME III, NO. 6, 1973.

PERSONAL AUTHOR: DEEVER, MERWIN; SEGRAVE, EDWARD

DESCRIPTOR: COMMUNITY ATTITUDES; CURRICULUM; EDUCATIONAL FINANCE; *EDUCATIONAL OPPORTUNITIES; FLEXIBLE SCHEDULING; *GUIDELINES; *INNOVATION; INSERVICE EDUCATION; PROFESSIONAL PERSONNEL; SCHOOL BUILDINGS; *SECONDARY SCHOOLS; *SMALL SCHOOLS

DESCRIPTIVE NOTE: 10P.; RELATED DOCUMENT IS RC 007 127

GUIDELINES TO ASSIST ADMINISTRATORS IN ESTABLISHING A SMALL SECONDARY SCHOOL OR REVISING AN EXISTING ONE WERE PRESENTED IN THIS REPORT. THE STUDY POPULATION WAS CHOSEN FROM THE WESTERN REGIONAL AREA AND A PILOT STUDY WAS CONDUCTED WITH ARIZONA STATE UNIVERSITY GRADUATE STUDENTS. FIFTY-TWO GUIDELINES WERE ESTABLISHED IN THE AREAS OF CURRICULUM AND SCHEDULING; INSTRUCTOR PERFORMANCE AND METHODS; ORGANIZATION AND INVOLVEMENT OF COMMUNITY, STATE DEPARTMENT OF EDUCATION, AND ELEMENTARY SCHOOL PERSONNEL IN THE ROUTINE OPERATION OF THE SECONDARY SCHOOL; EMPLOYMENT OF PROFESSIONAL AND LAY STAFF; ACQUISITION OF SCHOOL PLANT FACILITIES AND EQUIPMENT; INSERVICE TRAINING; AND SECONDARY SCHOOL FINANCE. SIX MAJOR RECOMMENDATIONS WERE PRESENTED AFTER DATA ANALYSIS. IT WAS NOTED THAT BY FOLLOWING THE GUIDELINES, SMALL ISOLATED COMMUNITIES WILL BE BETTER ABLE TO ENROLL AND SUCCESSFULLY EDUCATE SECONDARY STUDENTS IN THEIR OWN INDIVIDUALIZED SCHOOLS. (PS)

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ACCESSION NUMBER: ED079013

PUBLICATION DATE: APR 72

TITLE: GUIDELINES FOR ESTABLISHING OR REORGANIZING A VERY SMALL INDIVIDUALIZED-SECONDARY SCHOOL IN AN ISOLATED COMMUNITY.

PERSONAL AUTHOR: KING, ROWLAND A.

DESCRIPTOR: COMMUNITY ATTITUDES; CURRICULUM; EDUCATIONAL FINANCE; *EDUCATIONAL OPPORTUNITIES; FLEXIBLE SCHEDULING; *GUIDELINES; *INNOVATION; INSERVICE EDUCATION; PROFESSIONAL PERSONNEL; SCHOOL BUILDINGS; *SECONDARY SCHOOLS; *SMALL SCHOOLS

DESCRIPTIVE NOTE: 18P.; RELATED DOCUMENT IS RC 007 126

A DEVELOPMENTAL RESEARCH INVESTIGATION CONCERNED WITH THE ESTABLISHMENT OR REORGANIZATION OF A VERY SMALL, INDIVIDUALIZED SECONDARY SCHOOL IN AN ISOLATED COMMUNITY WAS DESCRIBED IN THESE GUIDELINES. FIFTY-FIVE PRINCIPLES IN 7 AREAS WERE INCORPORATED INTO AN ATTITUDINAL INSTRUMENT AND MAILED TO 4 POPULATIONS: WESTERN STATES SMALL SCHOOL PROJECT ADMINISTRATORS; POSTMASTERS IN ISOLATED COMMUNITIES; RURAL LEGISLATORS; AND STATE DEPARTMENT OF EDUCATION DIRECTORS OF SECONDARY, RURAL, AND INDIAN EDUCATION. RESULTS WERE STATISTICALLY ANALYZED. FOUR GENERAL HYPOTHESES WERE ANSWERED AND IT WAS RECOMMENDED THAT: (1) AN ISOLATED COMMUNITY ADOPT THESE GUIDELINES, (2) A COMMUNITY WITH A SMALL RURAL SECONDARY SCHOOL REORGANIZE ITS SCHOOL ON THE BASIS OF THESE GUIDELINES, (3) THESE GUIDELINES BE USED TO IMPROVE RURAL EDUCATION THROUGHOUT THE UNITED STATES, (4) USE OF THE GUIDELINES WILL INSURE REASONABLE COST, (5) EVALUATION BE DONE BY A UNIVERSITY DEPARTMENT, AND (6) ABSTRACTS OF THIS INVESTIGATION BE CIRCULATED THROUGHOUT RURAL AMERICA. (AUTHOR/PS)

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ACCESSION NUMBER: ED080251

PUBLICATION DATE: MAR 73

TITLE: AN ANNOTATED BIBLIOGRAPHY OF DISSERTATIONS ON AMERICAN INDIAN, MEXICAN AMERICAN, MIGRANT AND RURAL EDUCATION.

PERSONAL AUTHOR: CONLEY, HOWARD K.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *DOCTORAL THESES; EDUCATION; HISTORY; *MEXICAN AMERICANS; *MIGRANT EDUCATION; MINORITY GROUPS; NEGROES; *RURAL EDUCATION; SMALL SCHOOLS

DESCRIPTIVE NOTE: 50P.

AN ANNOTATED BIBLIOGRAPHY COVERING AMERICAN INDIAN, MEXICAN AMERICAN, MIGRANT, AND RURAL EDUCATION, THIS DOCUMENT INCLUDES DOCTORAL DISSERTATIONS WRITTEN BETWEEN 1964-72. THERE ARE 62 ENTRIES FOR AMERICAN INDIANS, 26 FOR MEXICAN AMERICANS, 7 FOR MIGRANTS, AND 8 FOR RURAL AND SMALL SCHOOLS. A SUBJECT INDEX ENDS THE DOCUMENT. (KM)

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ACCESSION NUMBER: ED081532

PUBLICATION DATE: SEP 73

TITLE: RURAL EDUCATION AND SMALL SCHOOLS, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 3.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *CITATION INDEXES; *EDUCATIONAL NEEDS; MINORITY GROUPS; RURAL AREAS; *RURAL EDUCATION; *SMALL SCHOOLS; SUBJECT INDEX TERMS

DESCRIPTIVE NOTE: 312P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

A SUPPLEMENT TO 3 PREVIOUS ERIC/CRESS RURAL EDUCATION AND SMALL SCHOOLS BIBLIOGRAPHIES (ED033257, ED055695, ED065256), THIS PUBLICATION CONTAINS ABSTRACTS OF BOTH JOURNAL ARTICLES AND DOCUMENTS. THE APPROXIMATELY 230 CITATIONS FROM "RESEARCH IN EDUCATION" AND THE 45 FROM "CURRENT INDEX TO JOURNALS IN EDUCATION" LARGELY COVER FROM 1969-72. A SUBJECT INDEX OF MAJOR IDENTIFIERS AND ORDERING INFORMATION ARE APPENDED. (KM)

AVAILABILITY: NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BOULEVARD, AUSTIN, TEXAS 78702 ($5.00)

BEST COPY AVAILABLE

ACCESSION NUMBER: ED081533

PUBLICATION DATE: OCT 73

TITLE: GUIDANCE PROGRAMS AND PRACTICES IN RURAL AND SMALL SCHOOLS.

PERSONAL AUTHOR: DEBLASSIE, RICHARD R.; LUDEMAN, MARTHA

DESCRIPTOR: *COUNSELORS; EDUCATIONALLY DISADVANTAGED; ENVIRONMENTAL INFLUENCES; *GUIDANCE PROGRAMS; *INDIVIDUAL CHARACTERISTICS; MODELS; *RURAL SCHOOLS; RURAL YOUTH; *SMALL SCHOOLS

DESCRIPTIVE NOTE: 100P.

THE PAPER GIVES INTERESTED PERSONS EXAMPLES OF HOW SMALL AND RURAL SCHOOLS ARE PROVIDING ESSENTIAL GUIDANCE SERVICES. A SYNTHESIS OF THE LITERATURE DEALING WITH CURRENT GUIDANCE PROGRAMS AND PRACTICES IN THESE SCHOOLS IS PRESENTED. SUGGESTIONS ARE MADE FOR TRAINING GUIDANCE SPECIALISTS AND FOR PROVIDING VIABLE INNOVATIONS IN COUNSELING AND GUIDANCE SERVICES. A CASE STUDY AND MODEL OF A RURAL GUIDANCE PROGRAM THAT GREW SIGNIFICANTLY AS A RESULT OF SOME STRATEGIES ON THE PART OF THE COUNSELOR IS DISCUSSED. THE CASE STUDY REPRESENTS A CULMINATION OF WHAT THE LITERATURE SEARCH YIELDED ON GUIDANCE PROGRAMS AND PRACTICES IN SMALL AND RURAL SCHOOLS. (PS)

AVAILABILITY: NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BOULEVARD, AUSTIN, TEX. 78702 (STOCK NUMBER EC-002; $2.50)

BEST COPY AVAILABLE

ACCESSION NUMBER: ED081677

PUBLICATION DATE: JUL 71

TITLE: A COORDINATED FINE ARTS PROGRAM IN A RURAL SETTING. FINAL PROJECT REPORT.

DESCRIPTOR: ART; BEHAVIOR CHANGE; *CULTURAL EDUCATION; DANCE; DRAMA; EVALUATION METHODS; *FINE ARTS; HUMANITIES; INTEREST SCALES; MEASUREMENT INSTRUMENTS; MUSIC; PROGRAM COSTS; PROGRAM EVALUATION; PROJECTS; RATING SCALES; *RURAL EDUCATION; SMALL SCHOOLS; STATISTICAL ANALYSIS; SUMMATIVE EVALUATION; *THEATER ARTS

DESCRIPTIVE NOTE: 15P.

A SOLUTION DEVELOPED TO CORRECT THE LACK OF CULTURAL EXPERIENCES FOR RURAL CHILDREN IN ART, DRAMA, DANCE AND MUSIC IS EVALUATED IN THIS FINAL PROJECT REPORT. A SUMMARY OF FINDINGS LISTS THE NUMBER OF SCHOOL PROGRAMS AND THEIR BUDGETS. THE NATURE AND NUMBER OF SUBJECTS AND ACTIVITIES EMPLOYED IN ATTACKING THE PROBLEM ARE BRIEFLY DESCRIBED. THE EMPHASIS ON STUDENT PARTICIPATION AND INTEREST IS EVALUATED FROM TABLES GIVING PRETEST AND POSTTEST RESPONSES TO RATING SCALES ADMINISTERED TO STUDENTS. A DIFFERENCE IN BEHAVIOR PATTERNS IS DISCERNIBLE IN FAVOR OF THE GROUP INVOLVED IN THE PROJECT. THE DATA RECEIVED FROM A FAMILY QUESTIONNAIRE INDICATES APPROVAL OF THE EXISTING PROGRAMS. THE OUTCOME OF CONTINUED AND EXPANDED PROGRAMS IN MOST SCHOOLS SEEMS PARTIALLY DUE TO SUCCESSFUL EFFORTS TO KEEP COSTS LOW. MODIFICATIONS OF THE ORIGINAL PROJECT PLANS AND RECOMMENDATIONS FOR OTHER AREAS WITH SIMILAR NEEDS ARE NOTED. SPECIFIC REQUIREMENTS FOR THE MOST SUCCESSFUL IMPLEMENTATION OF THIS TYPE OF PROJECT ARE DISCUSSED. (KSM)

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ACCESSION NUMBER: ED082687

PUBLICATION DATE: SEP 73

TITLE: LOW ACHIEVERS: DO THEY DIFFER FROM "TYPICAL" UNDERGRADUATES?

PERSONAL AUTHOR: HOLMSTROM, ENGIN I.

DESCRIPTOR: COLLEGES; FOLLOWUP STUDIES; *HIGHER EDUCATION; *LOW ACHIEVEMENT FACTORS; *LOW ACHIEVERS; PERFORMANCE FACTORS; QUESTIONNAIRES; SMALL SCHOOLS; STUDENT ABILITY; *STUDENT CHARACTERISTICS; UNIVERSITIES

DESCRIPTIVE NOTE: 51P.

THIS IS THE SECOND REPORT IN A SERIES INVESTIGATING THE EDUCATIONAL ATTAINMENT OF "ATYPICAL" OR "NEW" TYPES OF STUDENTS. IN THIS REPORT, THE EDUCATIONAL EXPERIENCES AND PROGRESS OF UNDERGRADUATE STUDENTS WHO WERE NOT HIGH ACHIEVERS IN SECONDARY SCHOOL WILL BE COMPARED WITH THE EXPERIENCES AND PROGRESS OF THOSE WHO WERE. ONE OF THE PURPOSES OF THIS REPORT IS TO DETERMINE THE CHARACTERISTICS OF A COLLEGE--INDEPENDENT OF STUDENT INPUT--THAT MAXIMIZE THE CHANCES THAT A LOW ACHIEVER WILL COMPLETE THE DEGREE IN THE TRADITIONAL FOUR YEARS. THE ULTIMATE OBJECTIVE OF THIS LINE OF INVESTIGATION IS TO DETERMINE WHAT POLICY ACTIONS DECISIONMAKERS IN HIGHER EDUCATION CAN TAKE TO FACILITATE THE DEGREE COMPLETION OF "ATYPICAL" STUDENTS. RESULTS INCLUDED THE FOLLOWING: (1) LOW ACHIEVERS DIFFERED FROM TYPICAL UNDERGRADUATES IN MANY IMPORTANT WAYS. (2) MEN OUTNUMBERED WOMEN, AND THE PROPORTIONS OF NONWHITES AND OLDER STUDENTS WERE HIGHER AMONG LOW ACHIEVERS THAN AMONG REGULAR STUDENTS. (3) LOW ACHIEVERS WERE MORE LIKELY TO ASPIRE TO CAREERS IN BUSINESS THAN WERE REGULAR STUDENTS AND WERE LESS LIKELY TO BE SOLELY MOTIVATED BY THE ACADEMIC QUALITY OF THE COLLEGE THEY ATTENDED. (4) LOW ACHIEVERS ALSO HAD LOWER DEGREE ASPIRATIONS THAN DID REGULAR STUDENTS, WHO WERE MORE LIKELY TO PLAN ON POSTGRADUATE DEGREES. APPENDICES INCLUDE THE 1967 STUDENT INFORMATION FORM, THE 1971 FOLLOWUP QUESTIONNAIRE; AND SELECTED RESPONSES TO THE QUESTIONNAIRE. (AUTHOR/PG)

AVAILABILITY: PUBLICATIONS DIVISION, AMERICAN COUNCIL ON EDUCATION, ONE DUPONT CIRCLE, WASHINGTON, D.C. 20036 ($3.00)

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ACCESSION NUMBER: ED082892

PUBLICATION DATE: 15 JUN 73

TITLE: NEW APPROACHES TO INDIVIDUALIZED LEARNING. REPORT OF A SUMMER INSTITUTE (WILLAMETTE UNIVERSITY, SALEM, OREGON, JUNE 11-15, 1973).

PERSONAL AUTHOR: BURCHAM, MILDRED, ED.

DESCRIPTOR: *EDUCATIONAL STRATEGIES; EVALUATION; INDIVIDUALIZED INSTRUCTION; *INSTRUCTIONAL INNOVATION; *LEARNING PROCESSES; OBJECTIVES; PERFORMANCE CONTRACTS; *SMALL SCHOOLS; *SUMMER INSTITUTES

IDENTIFIER: *OREGON

DESCRIPTIVE NOTE: 97P.; RELATED DOCUMENT IS ED 072 895 (1972 REPORT)

VARIOUS APPROACHES TO INDIVIDUALIZED LEARNING WERE PRESENTED AT THIS 1973 SUMMER INSTITUTE, ATTENDED BY 426 ADMINISTRATORS AND TEACHERS. MAJOR TOPICS INCLUDED INDIVIDUALIZED LEARNING, STEPS OF THE LEARNING PROCESS, OPEN CLASSROOMS, CONTRACTING, LEARNING CENTERS, MANAGEMENT SYSTEMS, GOALS, AND RESOURCE PACKETS. IT WAS NOTED THAT THE IDEA OF INDIVIDUALIZED LEARNING SHIFTS THE EMPHASIS FROM TEACHING TO LEARNING AND THAT LEARNING MUST BE THE IMPORTANT FOCUS. AN INSTITUTE EVALUATION SUMMARY OF THE 366 EVALUATIONS RETURNED WAS INCLUDED. (PS)

AVAILABILITY: OREGON SMALL SCHOOLS PROGRAM, 942 LANCASTER DRIVE, N.E., SALEM, OREGON 97310 ($3.50)

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ACCESSION NUMBER: ED082894

PUBLICATION DATE: 73

TITLE: CAREER EDUCATION: PROMISING PRACTICES IN SMALL SCHOOLS.

DESCRIPTOR: *CAREER EDUCATION; COMMUNITY ATTITUDES; EVALUATION; *MOBILE EDUCATIONAL SERVICES; NEEDS; *OCCUPATIONS; PROGRAM DESCRIPTIONS; *RURAL AREAS; *SMALL SCHOOLS

DESCRIPTIVE NOTE: 82P.

EIGHTEEN PROMISING PRACTICES IN CAREER EDUCATION ARE DESCRIBED BY TITLE, LOCATION, NEEDS, HISTORY OF DEVELOPMENT, DESCRIPTION OF THE PRACTICE, SPECIFIC CONSIDERATIONS FOR IMPLEMENTATION, VITAL STATISTICS, EVALUATION AND CONTACT FOR FURTHER INFORMATION. EACH IS A SMALL SCHOOL PRACTICE WHICH "WORKS" FOR THAT SCHOOL. PRACTICES ARE GROUPED WITHIN FOUR AREAS: DIVERSIFIED OCCUPATIONS, HANDS-ON/IN-SCHOOL VOCATIONAL TRAINING, CAREER EXPLORATION AND AWARENESS AND COOPERATIVE MOBILE UNITS. A DISCUSSION ON EFFECTING CHANGE IN RURAL SCHOOLS AND COMMUNITIES FOLLOWS. (PS)

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ACCESSION NUMBER: ED084063

PUBLICATION DATE: 30 NOV 73

TITLE: COLLEGE OF EDUCATION TASK FORCE FOR SMALL SCHOOLS IN TENNESSEE.

PERSONAL AUTHOR: O'FALLON, C. K.; OAK, E. DALE

DESCRIPTOR: ACADEMIC ACHIEVEMENT; DROPOUTS; *EDUCATIONAL CHANGE; *EDUCATIONAL IMPROVEMENT; EXPENDITURES; FINANCIAL SUPPORT; *NEEDS; *RURAL AREAS; *SMALL SCHOOLS

IDENTIFIER: *TENNESSEE

DESCRIPTIVE NOTE: 15P.; PAPER PREPARED FOR THE SMALL SCHOOLS INVITATIONAL CONFERENCE, DICKSON, TENNESSEE, NOVEMBER 29-30, 1973

SMALL SCHOOLS HAVE BEEN SLOW TO RESPOND TO CHANGING SOCIETAL NEEDS BECAUSE (1) OF THEIR ISOLATION, GEOGRAPHICALLY AND OTHERWISE; (2) THEIR SMALLNESS LEAVES LITTLE FLEXIBILITY TO INNOVATE AND EXPLORE; (3) STAFFING PATTERNS ARE AIMED AT RECRUITMENT FROM WITHIN THE COMMUNITY; AND (4) INFORMATION AND COMMUNICATION IS FOCUSED ON THE LOCALITE RATHER THAN ON COSMOPOLITE SOURCES. THE PURPOSES OF THE TASK FORCE FOR SMALL SCHOOLS IN TENNESSEE ARE TO: (1) IDENTIFY AND CREATE AWARENESS OF NEEDS, PROBLEMS, AND PRIORITIES OF SMALL SCHOOLS IN TENNESSEE; (2) DEFINE AND INITIATE CHANGES IN PREPARING PROGRAMS FOR PROFESSIONAL EDUCATION PERSONNEL WHICH RECOGNIZE THE NEEDS, PROBLEMS, AND PRIORITIES OF SMALL SCHOOLS; (3) DEVELOP AND IMPLEMENT STRATEGIES FOR IN-SERVICE IMPROVEMENT OF SCHOOL PROGRAMS AND LAY LEADERSHIP IN TENNESSEE SMALL SCHOOLS; AND (4) GENERATE RESEARCH RELATED TO NEEDS, PROGRAMS, AND PROCESSES. USING SIMILAR PROJECTS AS GUIDES, THE TASK FORCE'S GOALS ARE: BROADER AND HIGHER QUALITY ACADEMIC AND VOCATIONAL CURRICULA; CHANGED INSTRUCTIONAL ORGANIZATION; AND IMPROVEMENT OF TEACHING AND ADMINISTRATION THROUGH IN-SERVICE EDUCATION. THE EDUCATIONAL NEEDS OF STUDENTS AND SCHOOLS IN RURAL SETTINGS ARE DISCUSSED. THE FOLLOWING ARE ALSO COVERED: POLITICAL CLIMATE, STUDENT ACHIEVEMENT AND DROP-OUTS, FINANCIAL SUPPORT, AN ANALYSIS OF SCHOOL DISTRICTS, AND 3 ATTEMPTED EDUCATIONAL CHANGES IN RURAL SCHOOLS. (NQ)

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ACCESSION NUMBER: ED084198

PUBLICATION DATE: 73

TITLE: PROJECT PRIDE: PROBE, RESEARCH, INQUIRE, DISCOVER, EVALUATE. PROFILES OF PROMISE 11.

PERSONAL AUTHOR: WATFORD, ROBERT; AND OTHERS

DESCRIPTOR: *AMERICAN STUDIES; CURRICULUM DESIGN; *EDUCATIONAL INNOVATION; EVALUATION METHODS; HUMANITIES; INDEPENDENT STUDY; *INDIVIDUALIZED CURRICULUM; INDIVIDUAL NEEDS; *INTERDISCIPLINARY APPROACH; SECONDARY EDUCATION; SMALL SCHOOLS; *SOCIAL STUDIES; STUDENT EVALUATION; STUDENT INTERESTS; STUDENT RESPONSIBILITY; THEMATIC APPROACH; UNITED STATES HISTORY

IDENTIFIER: PROFILES OF PROMISE; PROJECT PRIDE

DESCRIPTIVE NOTE: 4P.

A SMALL TEAM OF SOCIAL STUDIES AND ENGLISH TEACHERS IN A SMALL HIGH SCHOOL DEVELOPED A UNIQUE AMERICAN STUDIES PROGRAM. ACTIVITIES DEDICATED TO A BETTER COMPREHENSION OF AMERICAN CULTURE FOLLOW A HUMANITITES APPROACH IN THE USE OF MUSIC, LITERATURE, ART, ARCHITECTURE, PHOTOGRAPHY, HISTORY AND THE SOCIAL SCIENCES. UNITS ARE ORGANIZED ON A THEMATIC APPROACH WITH LEARNING OUTCOMES SPECIFIED FOR EACH TOPIC AND SUBTOPIC. ALTHOUGH A REQUIRED COURSE WHICH MEETS STATE REQUIREMENTS FOR AMERICAN HISTORY, THE STUDENTS CHOOSE A LEARNING PATTERN FOR EACH UNIT FROM FOUR OFFERED: A TRADITIONAL TEACHER-LED CLASSROOM SITUATION, A SMALL GROUP INDEPENDENT PROJECT, AN INDIVIDUAL INDEPENDENT PROJECT, OR A ONE-TO-ONE TUTORIAL RELATIONSHIP WITH A TEACHER. MULTIMEDIA RESOURCES AND A SPECIAL AMERICAN STUDIES LIBRARY ARE AVAILABLE. STUDENTS EVALUATE THE PROGRAM AND THEIR OWN PROGRESS; A NARRATIVE EVALUATION JOINTLY PREPARED BY THE TEACHER AND STUDENT HAS REPLACED TEACHER ASSIGNED GRADES. THE PROGRAM HAS BEEN REGULARLY AND SYSTEMATICALLY EVALUATED AND RECOMMENDED IMPROVEMENTS IMPLEMENTED. QUESTIONNAIRES HAVE DOCUMENTED POSITIVE ATTITUDE CHANGES IN PARENTS AND IN STUDENTS. (RELEVANT ERIC DOCUMENTS AND OTHER RESOURCES ON THE PROGRAM CONCLUDE THE PROFILE.) (AUTHOR/KSM)

AVAILABILITY: SOCIAL SCIENCE EDUCATION CONSORTIUM, 855 BROADWAY, BOULDER, COLORADO 80302 ($10.00, 1 COPY OF 30 ISSUES; $20.00, 5 COPIES OF 30 ISSUES)

ACCESSION NUMBER: ED086393

PUBLICATION DATE: 67

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TITLE: SMALL SCHOOL DISTRIBUTIVE EDUCATION.

PERSONAL AUTHOR: BARNES, BILL

DESCRIPTOR: AGRIBUSINESS; ATTITUDES; *COOPERATIVE PROGRAMS; *DISTRIBUTIVE EDUCATION; DROPOUTS; FACILITIES; NEEDS; OBJECTIVES; *PILOT PROJECTS; *RURAL AREAS; SCHOOL INDUSTRY RELATIONSHIP; *SMALL SCHOOLS; VOCATIONAL EDUCATION TEACHERS

IDENTIFIER: DEXTER; HAGERMAN; *NEW MEXICO

DESCRIPTIVE NOTE: 11P.

INFORMATION ON AN ATYPICAL 1966-67 DISTRIBUTIVE EDUCATION PILOT PROGRAM IN NEW MEXICO WAS GIVEN. THE PROGRAM WAS UNIQUE SINCE ONE INSTRUCTOR CONDUCTED THIS PROGRAM IN TWO SCHOOLS WHICH WERE IN SEPARATE RURAL DISTRICTS (DEXTER AND HAGERMAN). SINCE BOTH COMMUNITIES WERE PRIMARILY AGRICULTURAL, WITH SMALL STUDENT POPULATIONS, THE COST OF SUCH A PROGRAM WAS PROHIBITIVE FOR EITHER DISTRICT. OBJECTIVES WERE TO ESTABLISH A PROGRAM IN THE TWO SCHOOLS THAT WAS SUFFICIENTLY FLEXIBLE TO MEET STUDENTS' NEEDS, AND TO DEVELOP A DISTRIBUTIVE EDUCATION CURRICULUM. THE PROJECT WAS FINANCED THROUGH LOCAL SCHOOLS AND THE VOCATIONAL EDUCATION DIVISION, STATE DEPARTMENT OF EDUCATION. A PRELIMINARY SURVEY INDICATED THAT STUDENTS WHO WERE PREVIOUSLY IDENTIFIED AS POTENTIAL DROPOUTS, AND WHO ENROLLED IN THE PROGRAM, WERE STILL IN SCHOOL. IT WAS FELT BY THE DISTRIBUTIVE EDUCATION TEACHER AND THE SCHOOL ADMINISTRATION THAT THIS PROGRAM WAS INCREASING THE HOLDING POWER OF SMALL SCHOOLS. (KM)

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ACCESSION NUMBER: ED087595

PUBLICATION DATE: FEB 74

TITLE: PROCEEDINGS: SMALL SCHOOLS INVITATIONAL CONFERENCE (MONTGOMERY BELL STATE PARK TENNESSEE , NOVEMBER 29-30, 1973).

PERSONAL AUTHOR: O'FALLON, O. K.; AND OTHERS

DESCRIPTOR: ADMINISTRATIVE PERSONNEL; *CONFERENCE REPORTS; DEMOGRAPHY; ECONOMICS; *EDUCATIONAL DEVELOPMENT; HEALTH CONDITIONS; HEALTH SERVICES; INSERVICE PROGRAMS; LEADERSHIP; POLITICS; PRESERVICE EDUCATION; PROGRAM DEVELOPMENT; PUBLIC SCHOOLS; *RESEARCH NEEDS; *RURAL EDUCATION; *SMALL SCHOOLS; SOCIAL VALUES

DESCRIPTIVE NOTE: 102P.

THE INVITATIONAL SMALL SCHOOLS CONFERENCE, HELD NOVEMBER 1973 IN TENNESSEE, WAS THE STARTING POINT IN LAUNCHING THE SMALL SCHOOLS TASK FORCE. THE PRIMARY OBJECTIVES OF THIS TASK FORCE ARE TO IDENTIFY NEEDS AND PRIORITIES OF SMALL SCHOOLS IN TENNESSEE, TO PROVICE LEADERSHIP FOR THE DEVELOPMENT OF PRE- AND INSERVICE EDUCATION PROGRAMS FOR SMALL SCHOOL PERSONNEL, AND TO GENERATE RESEARCH RELATED TO THE SMALL SCHOOL. THESE OBJECTIVES WERE ESPECIALLY AIMED AT 96 SMALL SCHOOL DISTRICTS IN TENNESSEE WHICH IN ALL LIKELIHOOD NEED ASSISTANCE THEY ARE CURRENTLY NOT RECEIVING. THE TASK FORCE POSITION PAPER, THE FIRST PRESENTED AT THE CONFERENCE, GAVE PURPOSES, NEEDS, AND STRATEGIES. THE SECOND PAPER, STRENGTHS AND WEAKNESSES OF SMALL SCHOOLS, INCLUDED PRACTICES, PROGRAMS, AND ADMINISTRATOR CONSIDERATIONS. OTHER PRESENTATIONS WERE: POLITICAL REALITIES; THE ECONOMIC PICTURE; THE EDUCATIONAL SCENE; SOCIAL VALUES IN RURAL TENNESSEE; DEMOGRAPHIC CONSIDERATIONS; HEALTH CONDITIONS AND SERVICES; AND THE DEVELOPMENT OF RURAL EDUCATION: THE STATE OF THE ART. THE CONFERENCE SUMMARY PRESENTED PARTICIPANT VIEWS OF THE DISCUSSIONS. PERSONS ATTENDING THE CONFERENCE WERE ALSO LISTED. THE APPENDIX GAVE CHARACTERISTICS OF THE MODEL INNOVATIVE AND RURAL FUTURES DEVELOPMENT PROCESSES. (KM)

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PART II: CITATIONS FROM CURRENT INDEX TO JOURNALS IN EDUCATION

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ACCESSION NUMBER: EJ068960

PUBLICATION DATE: DEC 72

TITLE: ONE PUPIL SCHOOL

DESCRIPTOR: *ELEMENTARY SCHOOLS; *INDIVIDUAL INSTRUCTION; RURAL SCHOOL SYSTEMS; SCHOOL SCHEDULES; *SMALL SCHOOLS

IDENTIFIER: *CUTTYHUNK ISLAND; MASSACHUSETTS

DESCRIPTION OF AN ISLAND ELEMENTARY SCHOOL WITH ONE PUPIL. (SP)

JOURNAL CITATION: EDUCATION DIGEST; 38; 4; 29

ACCESSION NUMBER: EJ070439

PUBLICATION DATE: F 72

TITLE: READING IN THE SECONDARY SCHOOLS

PERSONAL AUTHOR: VANDERMEULEN, KENNETH

DESCRIPTOR: ADMINISTRATOR ROLE; COMMUNITY INVOLVEMENT; *DEVELOPMENTAL READING; *READING INSTRUCTION; *READING PROGRAMS; REMEDIAL READING; *SECONDARY EDUCATION; *SMALL SCHOOLS

JOURNAL CITATION: READING HORIZONS; 13; 1; 30-33

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ACCESSION NUMBER: EJ073998

PUBLICATION DATE: MAR 73

TITLE: RESOURCE CENTRE YOU CAN BUILD ON A BUDGET

PERSONAL AUTHOR: CRIGHTON, HARRY

DESCRIPTOR: ELEMENTARY SCHOOLS; *GUIDELINES; *LIBRARY ACQUISITION; *LIBRARY EQUIPMENT; LIBRARY INSTRUCTION; *PLANNING; *RESOURCE CENTERS; SMALL SCHOOLS

SUGGESTIONS FOR ORGANIZING SUNDRY CLASSROOM COLLECTIONS OF PRINT AND NON-PRINT MATERIALS INTO A UNIFIED RESOURCE CENTER. ESPECIALLY WRITTEN FOR PRINCIPALS OF SMALL ELEMENTARY SCHOOLS WITH A BUDGET TOO LIMITED TO HIRE A FULL-TIME LIBRARIAN. (AUTHOR/JN)

JOURNAL CITATION: SCHOOL PROGRESS; 42; 3; 29-31

ACCESSION NUMBER: EJ073999

PUBLICATION DATE: MAR 73

TITLE: THIS COMPUTERIZED SCHEDULING ALSO WORKS FOR SMALL SCHOOLS

DESCRIPTOR: ADMINISTRATIVE PROBLEMS; *COMPUTER PROGRAMS; *DATA PROCESSING; GRADING; *PROGRAMING; *SCHEDULING; SECONDARY SCHOOLS; SMALL SCHOOLS

IDENTIFIER: *COMPUTER TEST SCORING; CONFLICT MATRIX

A SMALL TORONTO SCHOOL FOUND A READY SOLUTION TO THE TASK OF MANUAL SCHEDULING THROUGH THE USE OF A COMPUTER SERVICE UTLITY. (AUTHOR/JN)

JOURNAL CITATION: SCHOOL PROGRESS; 42; 3; 34-36

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ACCESSION NUMBER: EJ082045

PUBLICATION DATE: SEP 73

TITLE: -A NICE WARM SITUATION**

PERSONAL AUTHOR: HOFFMAN, ANN

DESCRIPTOR: *STUDENT TEACHER RELATIONSHIP; *CROSS AGE TEACHING; *ONE TEACHER SCHOOLS; CLASSROOM TECHNIQUES; INDIVIDUALIZED INSTRUCTION; SMALL SCHOOLS; CURRICULUM PLANNING

ARTICLE POINTS OUT THE ADVANTAGES OF A MODERN TWO ROOM SCHOOL WITH 27 STUDENTS. THE TEACHER RELATES BOOKS, EXERCISES, AND TECHNIQUES THAT HAVE BEEN THE MOST HELPFUL IN THIS K-3 SITUATION. (GB)

JOURNAL CITATION: TEACHER; 91; 1; 42-5

ACCESSION NUMBER: EJ083867

PUBLICATION DATE: SEP 73

TITLE: OPTIONS IN A SMALL DISTRICT: BERKELEY

PERSONAL AUTHOR: WELLS, LARRY

DESCRIPTOR: *ALTERNATIVE SCHOOLS; *EXPERIMENTAL SCHOOLS; *SCHOOL SIZE; EDUCATIONAL INNOVATION; SMALL SCHOOLS; OPEN EDUCATION; HIGH SCHOOLS

ARTICLE SHOWS A LOGICAL OUTLINE OF PROBLEM AREAS IN ALTERNATIVE SCHOOLS AND THE STRATEGY FOR DEALING WITH THEM AS DEMONSTRATED BY ONE SCHOOL DISTRICT. (EDITOR)

JOURNAL CITATION: NASSP BULETIN; 57; 374; 55-60

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ACCESSION NUMBER: EJ083970

PUBLICATION DATE: SEP 73

TITLE: CAN OPTIONS WORK IN SMALLER SCHOOL DISTRICTS?

PERSONAL AUTHOR: PASKAL, DOLORES

DESCRIPTOR: *ALTERNATIVE SCHOOLS; *SMALL SCHOOLS; *EDUCATIONAL ENVIRONMENT; EDUCATIONAL INNOVATION; OPEN EDUCATION; EDUCATIONAL RESOURCES; SCHOOL SIZE

SMALLER DISTRICTS PRODUCE A VARIETY OF LEARNING PROGRAMS MORE SPONTANEOUSLY, MORE INFORMALLY, AND MORE EASILY. WILL SMALLER DISTRICTS BECOME THE LEADERS IN DEVELOPING SUCCESSFUL ALTERNATIVES? (EDITOR)

JOURNAL CITATION: NASSP BULETIN; 57; 374; 47-54

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